

21st CENTURY COMMUNITY LEARNING CENTERS Afterschool Programs

REGION I, PLUMMER WORLEY SCHOOL DISTRICT #44

Name of Program: “*Plummer-Worley Success Center*”

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The Plummer-Worley Success Center is an afterschool program focusing on academic achievement and enrichment activities for grades 3-6.

Goal and Objectives: 1) Meet academic goals, 2) provide enrichment activities and 3) learn Native culture. This has included students making their own hand drums and medicine bags, as well as learning to bead, drum and dance.

Documented Effectiveness:

The average growth in composite scores for Success Center students in Language was 4.21 points higher than non-participating students, In Math 2.49 points higher, and 1.50 points higher in Reading. Success Center students had an average growth of 13.55 points in their goal area, in comparison to non-participants whose average growth was 4.77 points.

REGION II, LAPWAI SCHOOL DISTRICT #341

Name of Program: “*Lapwai Afterschool Program*”

Contact Person: Candace Hoisington, Lapwai School District

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This program as it exists today is in its 3rd year of operation and the primary focus of the program is academic. It strives to provide a safe, healthy, drug-free environment for students to attend during the time when they are most vulnerable (after school). The program offers two culturally relevant classes, Nez Perce language and multicultural art.

Goals and Objectives: Goals are: 1) Improve student academic achievement with a particular emphasis on mathematics. 2) Increase parent/guardian and community involvement. 3) Reduce incidents of crime and misbehavior. 4) Average daily attendance in the program will meet or exceed 40%. 5) Promote cultural awareness through activities and events.

Documented Effectiveness: 1) All regularly attending students, those attending 50% or more of the time, met or exceeded their individual education goals. 2) Over 160 family members, representing 81% of regular program participants, and 304 community members attended after school events. 3) In 2003-04, 88% of regular program participants had 0 incidents of misbehavior and in 2004-05, 92% had 0 incidents. 4) Average daily attendance for 2003-04 was 54% and 2004-05 was 70.57%.

REGION III, BOISE SCHOOL DISTRICT #001

Name of Program: “*G.O.A.L. (Get Out And Learn)*”

Contact Person: Cindy Daly, Hawthorne Elementary, Boise

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The Boise School District is in the second year of its 21st Century Grant with two sites, Hawthorne and Whitney Elementary. Each site serves 50 students ranging in grades from 1st through 6th.

Goals and Objectives: To improve academic proficiency in reading and math. Objectives also include reducing attendance court suspensions, police reports, and absences.

Documented Effectiveness: For the year 2004-05 attendance rate was 85%. In the middle of the 2005-06 year, there is a 91% attendance rate. Academically, spring 2005 test scores show Hawthorne had 82% of GOAL 1-3 graders at or near grade level for reading, and 60% of GOAL 4-6 graders proficient or above in the CBM. Whitney showed 76% of their GOAL 1-3 graders were at or above grade level, and 58% of Whitney's 4-6 graders were proficient or above on their spring 2005 test scores.

REGION IV, GOODING SCHOOL DISTRICT #231

Name of Program: “*Extended Kindergarten*”

Contact Person: Bonnie Bishop, Gooding Elementary

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This program was implemented the fall of 2003 for students 5-6 years of age.

Goals and Objectives: This program was designed to increase students' level of academic achievement to meet and/or exceed local and state standards. Another goal is for all students exiting kindergarten to have the skills and knowledge necessary to be successful in first grade.

Documented Effectiveness: IRI scores show the progress made after the implementation of the extended kindergarten program in the fall of 2003. There was a significant increase in the percentage of students at or above grade level by spring. During the 04-05 school year, 48 students were serviced and 82% had a one on the IRI in the fall with the remaining scoring a two. In the spring, 90% of those students scored a three.



REGION V, MADISON SCHOOL DISTRICT # 321

Name of Program: “*Madison School District Afterschool Program*”

Contact Person: Janet Goodliffe, Lesa Jackson and Brooke Lords

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Janet Goodliffe serves as the director of the after school programs in Madison and is also one of the 16 afterschool ambassadors in the nation working with Afterschool Alliance. Madison School District has operated afterschool programs for five years. Recently, the district expanded its afterschool program to include five additional schools. The district has 900 students enrolled in the after school program and offers more than 150 academic and 250 enrichment opportunities during the year to children in grades kindergarten through ninth grade.

Goals and Objectives: The goals of the afterschool program are to keep kids safe, help working families, and inspire students to academic success.

Documented Effectiveness: Afterschool programs in Madison have shown to increase students' academic proficiency, reduce juvenile crime, decrease use of alcohol and drugs, and provide a safe environment for children. In the targeted ISAT goal areas, students enrolled in the program scored an average of 15 points higher on the ISAT than their non-enrolled peers in both reading and math.

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Sun Valley
April 20-22, 2006

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SAFE AND DRUG-FREE SCHOOL PROGRAMS

REGION I, LAKE PEND OREILLE SCHOOL DISTRICT #84

Name of Program: “*Creating Self Efficiency & Success for Students in an Alternative School Setting*”

Contact Person: Lynn Benson, Lake Pend Oreille Alt. High School
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Lake Pend Oreille 7th thru 12th grade transition school is a public school providing an alternative orientation experience for the past five years to high-risk youth in Sandpoint. Students' ages range from 12 to 21.

Goals and Objective: Overall goal is to build relationship with all students while integrating new students into the population. Goals and objectives are based on Dr. William Glasser's model of needs: 1) Power/Competency, 2) Love and Belonging, 3) Freedom/Choices, 4) Fun/Play, and 5) Survival/Safety.

Documented Effectiveness: In-school suspensions in 2002-03 were 105; for 2004-05, dropped to 34. Truancies were 54 in 2002-03 and 25 for 2004-05. Harassment incidents for 2002-03 were 48, and 34 for 2004-05. Bullying incidents for 2002-03 were 19, and 8 for 2004-05.

REGION II, COTTONWOOD SCHOOL DISTRICT #242

Name of Program: “*Center for Discovery*”

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The Center for Discovery is a 21st CCLC Afterschool Program that has been in operation since 2000. Students range in age from 5 to 12.

Goals and Objectives: The goal is to provide extended learning opportunities to the students to enhance their academic performance, enrichment opportunities, and family literacy services.

Documented Effectiveness: Data shows that of regularly attending students: 1) 51% improved their reading grades. 2) 65% improved in turning in homework. 3) 64% showed improvement in class behavior. 4) 67% showed improvement in class attendance.

REGION IIIA, NAMPA SCHOOL DISTRICT #131

Name of Program: “*Big Friendly Groups*”

Contact Person: Michelle Drinkwine, Central Elementary, Nampa
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Big Friendly Groups has been implemented at Central Elementary for the past 3.5 years. They are multi-grade groups of about 12-14 students led by a school staff member. Groups take place once a month for 30 minutes with character education lessons being taught. All students' in grades 1-5 participate as well as adults.

Goals and Objectives: Students learn and practice character traits that will increase their social competency and improve school climate.

Documented Effectiveness: A spring 2005 survey randomly sampled 45 new students, grades 1-6, scoring 1-5 with 5 being the most positive. “Do you like Central Elementary?” Average response was 4.38. “Are the kids at Central friendly?” Average response was 3.97. Finally, “Are the adults at Central friendly?” The average response was 4.64.

REGION IIIB, PAYETTE SCHOOL DISTRICT #371

Name of Program: “*Bully Busters*”

Contact Person: Suzie Rankin, Payette Primary
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This bullying prevention program has been implemented for second graders at Payette Primary School though it can be adapted for other grades. Students in the Bully Buster Program are given a pre-and post-survey to assist in evaluating their own bullying behaviors. A school-wide bullying policy has been developed and implemented with 100 percent of school staff being trained to recognize and respond to bullying.

Goals and Objectives: 1) To define bullying and explore its prevalence in our school. 2) To learn the steps to prevent bullying. 3) To create greater awareness regarding the concept of empathy. 4) To learn healthy ways to deal with teasing and bullying. 5) To evaluate students' own bullying behaviors.

Documented Effectiveness: There were 50% fewer bullying incidents from 2004-05 to 2005-06; 20% increase in the number of students who reported that teachers helped them; and 7% decrease in the number of students who felt they had been bullied.

REGION IV, CASSIA SCHOOL DISTRICT #151

Name of Program: “*Good-Touch/Bad-Touch®*”

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The Good-Touch/Bad-Touch® program is a new comprehensive child abuse prevention curriculum in the Cassia School District elementary schools for kindergarten through 6th grade students.

Goals and Objectives: Good-Touch/Bad-Touch® curriculum works as a tool to teach children the skills they need to play a significant role in prevention or interruption of bullying, child abuse/sexual abuse in their own lives. Children are taught what abuse is; are given prevention skills including personal body safety rules; and are motivated into action if threatened or victimized.

Documented Effectiveness: Results of an evaluation by the University of Georgia stated that children as young as Kindergarten age can be successfully taught skills to prevent sexual abuse. Of special importance is that children as young as kindergarten age are able to

apply their new knowledge to novel situations. The survey also found that the blend and variety of materials and techniques used contribute toward the children's ability to learn prevention skills. Students in the Cassia School District are already using skills that were taught and have reported incidents.

REGION V, ABERDEEN SCHOOL DISTRICT #58

Name of Program: “*Idaho Drug-Free Youth (IDFY)*”

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IDFY depends on the voluntary participation of students who pledge in writing to be drug, alcohol and tobacco free and who agree to submit to drug testing when they join and randomly thereafter. IDFY members are junior or high school students.

Goals and Objectives:

- 1) To promote tobacco, drug and alcohol free youth in Idaho.
- 2) To educate the community to the dangers of abuse and provide more positive alternatives.
- 3) To enhance the leadership capabilities of young people.
- 4) To reduce the demand for drugs.

Documented Effectiveness:

To validate their promise, students submit to a drug test when they join and randomly test thereafter. Students are involved in community service projects. There has been an increase of Hispanic students participating in the program, which has helped in addressing diversity issues among students.

REGION VI, SALMON SCHOOL DISTRICT/COMMUNITY #291

Name of Program: “*ABC Taskforce (Awareness of Better Choices)*”

Contact Person: Sharon Infanger, Salmon School District
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Bruce Murphy, Phone 208-756-1031 Email: murphyboys3@salmoninternet.com

The ABC Taskforce Substance Abuse Prevention Awareness Fair celebrated its fifth anniversary March 15, 2006. The fair is brought together through a collaborative effort of area schools grades 6-12, health and welfare, emergency services personnel, police force, local businesses, student organizations, parents, and the entire community.

Goals and Objectives: The goal of the awareness fair is to create an opportunity for students, parents and other community members to learn together about substance abuse, its prevention, and its treatment. This gives parents, students, and the community a common experience from which they can begin their own discussions about this important issue.

Documented Effectiveness: In 2002 there were 165 participants and in 2005, 250 participants. This Awareness Fair has created unity within the community to bring prevention messages to the students.